



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of L.6.1-3.)
W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p><u>Questions to Focus Learning</u></p> <p>What is independence important within the writing process? How do writers develop independence within the writing process?</p> <p>The writing process is planning, revising and editing a piece for clarity and cohesiveness. Writers revisit the paper and ideas many times before they publish to elaborate, delete, refocus, edit, or rewrite their piece.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know planning is a multi-step process: generate ideas, gather information, categorize and group findings, and arrange information according to task.</p> <p>I know revising is changing what is written to make it more effective.</p> <p>I know editing is correcting a story for mechanical errors in conventions.</p> <p>I know revising and editing are different processes.</p> <p>I know rewriting is writing a piece again with revisions.</p> <p>I know trying a new approach involves changing my interpretation of the task with a unique, original style or different point of view.</p> <p>I know that a new approach can strengthen writing and is as important as editing, revising, and rewriting the piece.</p> <p><i>Reasoning Targets</i></p> <p>With some guidance and support from peers and adults:</p> <p>I can demonstrate the writing process to develop and strengthen my writing.</p> <p>I can demonstrate the difference between editing and revising.</p> <p>I can determine whether a new approach will strengthen a written piece, and how to adapt my writing for the new approach.</p>

*Product Targets*

With some guidance and support from peers and adults:

I can write a narrative by taking it through the writing process of prewriting (planning), writing, editing, revising, and rewriting.

I can write an expository by taking it through the writing process of prewriting (planning), writing, editing, revising, and rewriting

Vocabulary

approach  
editing  
expository  
narrative  
revising  
rewriting

Teacher Tips

[Character Interviews](#) - A lesson on writing character interviews.

[Character Interviews](#) - Resource for the above lesson.

[Dead and Dying Verbs](#) - A list of dead and dying verbs to avoid.

[Dead or Alive](#) - An article on how to write strong fiction.

[Writing Rubric](#) - A holistic writing rubric.

[Narrative Checklist](#) - A personal narrative editing check-list.

[Peer Conference Form](#) - A great form to use for peer conferencing.

[Peer Response Form](#) - A peer response form for multiparagraph essays.

[Amazing Adjectives](#) - A revision strategy that focuses on adjectives.

Vertical Progression

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of L.3.1-3.)

W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of L.4.1-3.)

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of L.5.1-3.)

W.7.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of L.7.1-3.)

W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of L.8.1-3.)

W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.11-12.1-3.)

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.6.5](#)